

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the process of teaching and learning, teachers teach language skills and components. Language components are vocabulary, grammar, and pronunciation. Pronunciation is related to the sound, stress, and intonation of pronunciation. Vocabulary is a language component related to the meaning of a concept. Meanwhile, grammar is related to the rule.

Language skills consist of receptive skills and productive skills. Receptive skills involve listening and reading, Receptive skills are language skills that students should possess which involve students to receive messages in the form of spoken or written language. According to Brown (2016), listening is an interactive

process involving cognitive, psychomotor, and affective mechanisms. To understand written language, learners depend on their ability to recognize words, phrases, and sentences. Listening and reading involve a bottom-up or top-down process. Speaking is the process of the delivery of messages through spoken language which occurs through teaching and learning on the classroom. Productive skills comprise speaking and writing skills. Productive skills are not like the receptive skills. Productive skills demand the students to be able to produce the messages in spoken and written language.

Writing is a process of finding out what the writers think which is realized in the written codes (Hacker and Sommers, 2012). One of the language skills which help students to enhance the students' vocabulary and reinforce students' grammatical structure is writing. Students have to share their ideas in the form of sentences, paragraphs, and essays. The problem which is found in writing a paragraph is that the Indonesian language has different structures with English. Indonesian does not have a tense. That creates confusion for Indonesian students to write in English. English has various kinds of language structures (Royal, 2010). Therefore, when writing in English, it is an evitable that students commit errors in their language structures.

The students commit errors not only in writing but also in other skills. The errors in writing can be the choice of words, spelling and grammar. Therefore, writing using good grammar is important for writing. Without writing it, writing becomes a problem for the readers. The study investigated the verb errors that

students made in writing their paragraph. They could not apply the formulas that must be used in writing.

Three previous studies conducted related to the previous studies were similar to the topic of the research. The first previous study was conducted by Yulichandra (2018). This study used the quantitative method. The data were collected from 30 students of seventh-semester in the English Department. The data analyzing techniques indicated the errors, classified the errors, counted the errors, discussed the errors, and explained the factors that caused the errors. The result of this study was the students had some problems in these types of error because the students lack of knowledge about sentence patterns in English. It resulted that the students feel difficulties in producing grammatical correct sentences. To avoid this type of error, students should learn more about sentence patterns and English structure in order to write better.

The second previous study was conducted by Putra (2008). The method of this research was descriptive quantitative. He collected the data from 186 third-year students in SMK *Puspita Bangsa*. This study made direct observations to the school by giving the main idea to make paragraphs. The result of this study was the learners made errors in subject-verb agreements, incorrect complement inflection, main verb errors, active-passive forms, and double main verbs. Moreover, this study also investigated the factors why the errors occurred. Those three factors that caused the errors were carelessness, first language interference, and translation.

The third previous study was conducted by Fitrawati and Safitri (2021). This study describes the grammatical errors made by college EFL students in their essay writing. This is descriptive research with 30 second-year students who enrolled in an Essay Writing class. It was found that there were 368 grammatical errors in the students' essays. This study used quantitative method as its research methodology.

This current study investigates the verb errors that students make in their paragraph writing. The two previous studies used students' essays as the data while this study used paragraph writing. The two previous studies used observation in the form of an assignment so that they cannot maximize the writing process, while this study uses the results of the final semester exams which make students tend to write carefully to get a good score.

1.2 Statements of Problems

This study is to investigate the learners' errors in their paragraph writing. The errors that the learners committed are the verb errors only since it can influence the whole meaning when readers read their writing. Therefore, the research problem can be formulated as: What type of verb errors do the students make in their paragraph writing?

1.3 Objective of the Study

This study is to find out the types of verb errors the students make in their paragraph writing.

1.4 Scope and Limitation

This study focuses on the verb errors that students make in their paragraphs. The verb errors are categorized using the parameters proposed by Ellis and Barkhuizen (2005) and Greenbaum and Quirk (1990). Those categories are omission, addition, misinformation, misordering (Ellis and Barkhuizen (2005), and blends (James, 1998), as well as full verbs, primary verbs, modal auxiliary verbs (Greenbaum and Quirk (1990)).

1.5 Research Methodology

This segment discusses the following topics: method, data, data collection techniques and data analysis techniques.

1.5.1 Method

This research applies qualitative method which is to describe what type of verb errors students make in their paragraph writing. The qualitative research involves

narration or descriptions of the phenomena of the research (Vanderstoep and Johnston, 2009).

1.5.2. Data

The data are the verb errors that students make in their paragraph writing. The paragraphs were written by the students who attended the 3rd semester in STBA LIA Jakarta.

1.5.3 Data Collection Techniques

This study uses the strategy to collect the data by asking the teacher's permission to have the final test paper of students' writing. Then, the verb errors are highlighted and put in a list as a data card. The data found are then classified and analyzed. Those data are also checked to make sure that they are appropriate to the theory which is formulated by Ellis and Barkhuizen (2005) and Greenbaum and Quirk (1990) and Betty Azar (2008). After the data is collected, the researcher identifies the student's written error.

1.5.4 Data Analyzing Technique

There are some steps in analyzing the data:

1. Analyzing verb errors that occur in paragraph writing of students' final test and type of verb errors students make mostly in paragraph writing based on the theories of Ellis and Barkhuizen (2005) and Greenbaum and Quirk (1990) and Betty Azar (2008).

2. Drawing conclusion

1.6 The Organization of Writing

This research consists of four chapters. Chapter one is the introduction which gives information about the background of the reseach, statement of problems, the research objectives, the scope of limitation, and the research methodology. Chapter two explains the theoretical framework which consists of theories that support the data. Chapter three discusses the analysis of data by using theories in chapter two. Chapter four is the conclusion.